
Application Printout

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Applicant: 55-Z002 OKLAHOMA VIRTUAL CHARTER ACADEMY
Application: 2019-2020 Continuous Improvement Plan - A0 - 0972 OKLAHOMA VIRTUAL
CHARTER ACADEMY HS
Project
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Nine Essential Elements (9EE) Needs Assessment Prioritization

INSTRUCTIONS: Using the 9EE Needs Assessment, the Schoolwide Data Picture, and the results of the 9EE Stakeholder Surveys, Sites will identify their strengths and prioritize their areas of focus in the table below.

<p>Areas of Focus</p>	<p>Indicators Identified as School Strength from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys</p>	<p>Indicators Identified as Areas of Focus from: 9EE Needs Assessment Schoolwide Data Picture Stakeholder Surveys <i>(List Greatest Impact First)</i></p>
<p>Academic Performance - Elements 1,2,3</p>	<p>School strengths are 1.3a curriculum is aligned with crosswalks from K12 national curriculum to OAS through curriculum specialists. 1.1g Curriculum is research-based and differentiated through D2L tools and abilities. 1.5c Counselors use grad plan tool updated regularly, where students can view their status in relation to graduation, as well as see upcoming course plans. 1.7b Curriculum is challenging, rigorous, and developmentally appropriate for students. 2.1 multiple assessments 3.4 Many teachers have post-graduate degrees and all teachers highly qualified in their area of instruction. 2.6 Communication of performance level standards 3.5 Since we are virtual, there is an abundance of technology at our fingertips. We supplement with third party websites such as USA Test Prep, Kahn Academy, Star 360, and IXL. We also use programs like PlayPosit to help asynchronous content be more interactive. Students who qualify for FRL receive a hotspot, all receive laptop.</p>	<p>Challenges: Focus area 1-EE 1.5a We are improving curricular connections to concurrent enrollment courses and career exploration but this year we had 13% of 11th and 12th graders participating. Focus area 2-EE 1.5 Continuing Education, including post-secondary education, life, and career options is an identified goal. Focus area 3-EE 1.2b Teachers report desiring more vertical alignment and connecting OAS to ACT. Focus area 3-EE 1.7 Currently, our alignment with data and career exploration is lacking. Challenges: Focus area 1-EE 3.2 Students need to see more ACT questions to become familiar with the language, but teachers struggle with connection between curriculum, OAS, and ACT 2.8 Use of sample work 3.7 Additional training and time needed for teachers to connect data to instructional strategies; Can happen in PLC 3.1 Math and ELA teachers have instructional coaches. For SY 19-20 teachers in need of instructional support will be assigned an instructional coach, as well as new teachers.</p>
<p>Learning Environment - Elements 4,5,6</p>	<p>The school's strengths are 4.1 Safety is an attraction to our school since students school from home. We have two social workers on staff to assist students going through difficult situations. 4.8 All seniors are assigned to a senior champion that they check in with monthly. 6.1/2 k12 does tuition reimbursement and teachers given individualized PD tracks 4.6 Schedule allows for flexible times offered to students with targeted math and ELA classes. 4.4 Committees offered year round for employees to help in planning. 4.3 Expectations of students are high and with rigorous curriculum and a belief that students can succeed,</p>	<p>Challenges: 5.1a Stakeholder data suggests that parents and students are not an integral part of decision making and planning process; 6.6 professional development plans connect with student achievement data 5.3h business partners and the community collaborate to provide learning opportunities is difficult since we are statewide instead of local community based 5.4n service learning opportunities is a weakness and difficult to track and set up statewide 5.3e</p>

	<p>as evidenced in stakeholder surveys. 6.10 Monthly observations completed with Marzano framework 5.1d learning coach trainings offered at the start of the school year and continue monthly</p>	<p>pd for addressing impact of cultural differences on learning</p>
<p>Collaborative Leadership - Elements 7,8,9</p>	<p>The school's strengths are 7.8 Safe & effective learning environment. Staff support students & learning coaches to create an effective learning environment at home 9.6&9.8 Leadership & staff commitment to continuous improvement 9.6a Students test in Star360 and USATP for interims & growth monitored. 7.2 leadership's decision process is collaborative. All staff are allowed a seat at the table & opportunity to join school committees, complete surveys, & attend office hours with suggestions 7.10 school staff focus on academic performance: pass rates, proficiency rates on interims, & student growth. Action plans created in bi-weekly data meetings to ensure all students progressing. 7.6&8.4 Time spent on curricular and instructional issues is a strength. Being an online school, fewer disruptions in the day & adequate time for targeted instruction. All classes have subs available 9.2 OVCA has a data manager that compiles and distributes aggregated data.</p>	<p>Challenges: 7.5 Instructional staff's access to curriculum training - we are continuing to align K12 national curriculum to OAS and ensure we are teaching to the level of ACT rigor. We are working on providing additional state training and in-person data digs to look at standards alignment. 8.2f While OVCA structures the schedule to accommodate for students in extracurricular activities and votech/concurrent, we can improve our relationships with colleges and tech centers. 7.9 Process for implementation of school policy can be difficult since we are virtual. Tracking and monitoring adherence to policies can be challenging since we do not meet face to face. 8.5 While all staff create instructional maps and place them in shared site, additional time and collaboration could be spent on alignment. Staff will meet once per semester together to do alignment and data digs.</p>

Mission/Vision Statements

INSTRUCTIONS: Revisit on the site's current Mission and Vision statements. Develop new statements or modify the current statements to align with the site's goals for continuous improvement. Enter the Site's Mission and Vision statements.

Continuous Improvement Mission Statement(207 of 1000 maximum characters used)

OVCA High School will provide students educational opportunities through college-career readiness participation and targeted, evidence-based academic interventions to foster individual growth and graduation.

Continuous Improvement Vision Statement (72 of 1000 maximum characters used)

Support and inspire students to commit to a powerful, successful future.

SMART Goals

INSTRUCTIONS: Using the Nine Essential Elements (9EE) Needs Assessment and Consensus Protocol, identify the current year's priorities. Sites are required to enter two SMART Goals with the option to add a third. 'S' is for specific. 'M' is for measurable. 'A' is for achievable. 'R' is for realistic. 'T' is for time bound. After entering the SMART Goal, select the 9EE Pillar and Element that aligns with the goal. Enter the target date that the goal will be achieved. *Priority 3 is REQUIRED if applying for the competitive grant*

FY20 Priority 1: SMART Goal (216 of 250 maximum characters used)

By the end of the 2020 school year, OVCA HS will increase the student growth percentile by 5% in both Math and ELA compared to the 2018-19 EOY data for Math and ELA SGP (47% Math, 55% ELA) using Star 360 assessments.

Pillar and Element

Target Date

AP - Instruction*

5/20/2020

FY20 Priority 2: SMART Goal (249 of 250 maximum characters used)

By the end of the 2020 school year, OVCA HS will increase the % of 11th and 12th graders participating in college/career readiness (CCR) programs by 5% as evidenced by the # of students completing AP coursework, concurrent, career tech, internships.

Pillar and Element

Target Date

AP - Curriculum*

5/20/2020

FY20 Priority 3 (Competitive): SMART Goal (195 of 250 maximum characters used)

Pillar and Element

Target Date

By the end of the 2020 school year, OVCA HS will raise its graduation rate from the preliminary 2018-19 rate of 59% to 63% as measured by our preliminary calculated graduation rate and OSDE data.

LE - School Culture*

5/20/2020

Plan Narrative Rubric

INSTRUCTIONS: Use the rubric below to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for the competitive grant must also upload a supplemental narrative on the Edge Grant tab. See Edge Grant tab for details.

COMPONENTS	Implementation Level	Development Level	Planning Level
Overview of Continuous Improvement Plan	Narrative addresses all components with thoroughness and clarity. Action Steps are realistic and achievable.	Narrative addresses all components, but some lack thoroughness and clarity. Action Steps have gaps or may need revision.	Narrative does not address a majority of components with thoroughness and clarity. Action Steps are incomplete or unachievable.
Evidence Based Interventions (EBI)	The process the site used to select the EBIs is described in detail along with how the EBIs not only support the SMART Goal(s), but contribute to the sustainability of the goal long term.	The process the site used to select the EBIs is described in detail along with how these EBIs support the SMART Goal(s).	The process the site used to select the EBIs is outlined, but no connection to the SMART Goal is evident.
Progress Monitoring	The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction and the implementation of those elements at the site are described in detail.	The elements of progress monitoring, assessing student academic performance, response to intervention, and the effectiveness of instruction are described.	The elements of progress monitoring are mentioned, but in general terms; not specific to the site or the SMART Goal.
District Involvement	Provides specific examples of how the District will support the development and implementation of the SMART Goal(s).	Provides an overview of the how the District will support the development and implementation of the SMART Goal(s).	Provides brief statement about District involvement, with no connection to SMART Goal(s).
Professional Learning Communities (PLC)	Explains, in detail, how the existing PLCs have been integrated into the site's process for achieving the SMART Goal(s). A list of topics and schedule is included.	The narrative discusses the PLCs role in supporting the SMART Goal(s) and includes examples to potential topics.	The site currently does not use PLCs and/or narrative provides a brief statement about PLCs.
	Describes the process of how the site		

<p>Professional Development</p>	<p>has selected appropriate, quality PD opportunities that support the SMART Goal(s) and how PD will lead to the sustained achievement of the SMART Goal(s).</p>	<p>Describes the process of how the site has selected PD opportunities that support the SMART Goal(s).</p>	<p>Outlines the process of how the site has selected PD. However, no connection to the SMART Goal(s) is evident.</p>
<p>Rigorous Review Process <i>(Provide information only if using an external partner.)</i></p>	<p>The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included and the types of external partners the site will be using have been identified.</p>	<p>The rigorous review process for recruiting, screening, selecting, and evaluating external providers is included.</p>	<p>The Rigorous Review Process has not been addressed.</p>
<p>Operational Flexibility <i>(Provide information only if the site identifies barriers.)</i></p>	<p>The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are clearly listed and the District has agreed to provide this operational flexibility.</p>	<p>The specific practices and policies that need to be lifted in order to provide the site with flexibility that enables effective implementation of the SMART Goal(s) are listed.</p>	<p>Operational flexibility have not been addressed.</p>

Plan Narrative

INSTRUCTIONS: Use the rubric provided to develop the site's plan narrative. Site's plan must be at Implementation Level to receive SDE Final Approval. Sites applying for competitive grant funds must also upload a Supplemental Narrative on the Edge Grant tab.

(7978 of 8000 maximum characters used)

Introduction and SMART Goals: Oklahoma Virtual Charter Academy High School's (OVCA HS) Leadership Team plans are based on the Oklahoma Nine Essential Elements Needs Assessment, the Schoolwide Data Picture, and electronic perception surveys submitted by stakeholders about the site/district. SMART goals were created using Data Triangulation of the three sets of data. Thusly, OVCA HS has identified two SMART goals: 1. By the end of the 2020 school year, OVCA HS will increase the student growth percentile by 5% in both Math and ELA compared to the 2018-19 EOY data for Math and ELA SGP (47% Math, 55% ELA) using Star 360 assessments. 2. By the end of the 2020 school year, OVCA HS will increase the % of 11th and 12th graders participating in college/career readiness (CCR) programs by 5% as evidenced by the # of students completing AP coursework, concurrent, career tech, internships.

Goal #1 Overview (with PD and PLC): To improve the graduation rates and the overall health of OVCA HS, growth measures and increased achievement strategies will be employed. Higher achievement will lead to higher student retention and graduation rates, which are both areas of need for an online-based charter school with a diverse population across the state. Through training of staff, the trained techniques and new programs, and analysis of those measures, OVCA HS will increase academic growth in Math and English Language Arts. Staff will train on growth assessments tools and on identifying students in need of targeted instruction. Students receiving targeted instruction will have a capped classroom size of 20 to increase student-centered learning, highly-responsive feedback, and emphasis on essentials. PLCs will reinforce these instructional techniques in our unique setting. Because those who have received targeted instruction in the past did not meet growth expectations, the targeted instruction will have required differentiated instruction and NewsELA (approx. \$9,000) fitting for our online environment. Professional Development workshops will be assigned to staff to increase the effectiveness of that differentiated instruction (\$5,500). Tutor Doctors will be enlisted for supplemental, in-person or virtual learning for students in 9th and 10th grade math courses (\$10,000). Grammarly will be implemented in Office 365 programs to aid student growth and self-monitoring along the way (\$5,500), reaching students of all levels. The school will also strengthen essential skills for state and national assessments by utilizing USA Test Prep interventions and strategic quizzing/reviewing with feedback before interim assessments and state-testing students. Select teachers will also attend ACT trainings (\$9000). While servicing the whole child and promoting the growth of every student in our diverse population, teachers will undergo PD for trauma-informed practices (\$7000). Each student will have the support, services, and tools for growth.

Progress Monitoring: Bi-weekly data meetings will be conducted for all teachers to review student progress and adapt. Areas for improvement-denoted by state academic standards tracking-will have proposed actions steps after each meeting. Quarterly analyses of growth will be conducted by school administration and faculty. These analyses identify class-wide areas of improvement, shape tutoring sessions, and are the basis of targeted instruction of capped groups. Math/ELA teams will convene for these analysis sessions (\$4,000).

District Involvement: District administration consults on all steps, software additions, and distribution of budget. District administration suggests learning tools and software the school can use. School admin will report on analyses directly to district administration, who then provides feedback and additional strategic insights. School admin will meet with district admin on a biweekly basis to review analyses and additional data.

EBIs: Interventions qualify for ESSA Tier 3, from "Strong Evidence" from the What Works Clearinghouse to independent studies. Capping class sizes to increase student growth have nominal support yet statistically significant (Sanders, Wright, & Horn 1997). The statistically significant improvement of USA Test Prep use has been supported in "Evaluating the Effectiveness of the USA Testprep Intervention to Increase High School Test Scores" (Christian 2012). Using differentiated instruction with homogenous groups to improve growth is demonstrated as "Strong Evidence" in "Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades" (Gersten et al, 2009). Strategic quizzing is designated as "Strong Evidence" in "Organizing Instruction and Study to Improve Student Learning" (Pashler et al, 2007).

Goal #2 Overview - Knowing engagement is correlated with relevant college and career readiness, increasing concurrent enrollment is our

second SMART goal. OVCA HS will strengthen curricular relevance with rigorous academic content and practical post-secondary applications. Courses at each grade level will utilize OkCollegeStart curriculum to integrate with their own. In addition, OVCA HS will offer students online concurrent enrollment in college courses through the TEL Library program. A Concurrent Enrollment Liaison (CEL) will make more CCR options available and will show students how to enroll and organize their lives around concurrent enrollment. The institution of the CEL (\$50,000) will meet with potential vocational/technical schools and training centers and develop partnerships with them. The CEL and school admin will form a PLC over best practices in coordinating with other schools and in monitoring student participation in CCR programs. OVCA HS will gather information to best direct students to resources for career tech school application and potential educational process. OVCA HS admin will facilitate a PLC to train staff to identify students who are good candidates for CCR. OVCA HS students will become more passionate for knowledge as they value the subject matter when it connects directly to students' visions of their futures. Progress Monitoring: HS Admin and the district's Engagement Principal (EP) will review applicants for TEL and review students in the program on a weekly basis, ensuring engagement. School admin will conference with the CEL on a monthly basis to analyze CCR data, as well as set schedules for coordinating with new schools and programs. Admin and EP will monitor student completion of OkCollegeStart modules and teacher's implementation. Admin and EP will conference quarterly to review the results and adapt as necessary. District Involvement: The district's EP will develop strategies for success on the implementation of the OkCollegeStart and TEL Library initiatives, including developing literature for students to introduce them to the programs. The EP will coordinate with school admin for both of those programs. Both parties will report to district admin to evaluate success rates and necessary adaptations. EBIs: Interventions qualify for ESSA and the WWC that featured "Strong Evidence," including intervention reports from IES, the practical guide on dropout prevention from IES, and reviews of individual studies from IES. Dropout prevention through engaging students by curricula and programs that connect schoolwork with college and career success is evident (Rumberger et al, 2017). In Berger et al (2013), students from varied geographic settings (like OVCA HS) participating in courses where they earned high school and college credit at the same time were more likely to graduate than peers. In Edmunds et al (2015), HS students who participated in concurrent curriculum were more likely to stay in school and more likely to graduate than peers, justifying OVCA HS's initial use of the TEL library. Collaborating with businesses for student experiences is also evident, further justifying a CEL (Kemple, 2001).

Action Steps

INSTRUCTIONS: Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and concise as possible.

Priority 1 SMART Goal: By the end of the 2020 school year, OVCA HS will increase the student growth percentile by 5% in both Math and ELA compared to the 2018-19 EOY data for Math and ELA SGP (47% Math, 55% ELA) using Star 360 assessments.

Pillar and Element: AP - Instruction

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p> <p>Accommodate the various learning needs and learning styles of students, meeting the needs of a diverse student population. Action Step: Differentiate curriculum and resources in synchronous and asynchronous instruction. EE 9 3.3a, 3.3b, 3.3d, 3.1c</p> <p>Intentionally collaborate to design and monitor</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Teachers and Administration</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>USA Test PrepNewsELAGrammarlyD2LTutoring services (Tutor Doctors)PD for ELA (Teach Thought)PD for Math teachers (Long+Live+Math)Trauma Training</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Barrier: Teachers may not be certain of strategies or where to insert them in the curriculum; Training and implementation of new resources Solution: Brainstorming and modeling by school leadership and veteran teachers.</p>	<p><i>What is timeline for each action step?</i></p> <p>August 13th, 2019 - May 21st, 2020</p> <p>Assessment Program (Renaissance)</p> <p>August 13th, 2019 - May 21st,</p>	<p><i>Identify any relevant funding source.</i></p> <p>General Funds; 515</p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> <p>Observations of Below Basic groupings and on-going online inspections of class webpages and live sessions to be conducted at least twice per semester to verify differentiation.</p> <p>Teacher analysis spreadsheets to be completed by staff at the beginning and</p>

appropriate authentic assessment tasks. Action Step: Conduct assessment data training for staff. EE 9 2.2a, 2.2c	Teachers and Administration	USA Test PrepStar360	Learning's STAR360); Supplement Assessment Program (USA Test Prep)	2020 (with attention to 6-week instructional cycles)	General Funds	end of every quarter, indicating awareness of measurement tools and implications on student growth.
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Curriculum Alignment (Horizontal & Vertical)Initiate and facilitate sustained discussion in a systematic process to ensure horizontal and vertical alignment of OAS curriculum standards. Action Step: Facilitate Professional Learning Communities (PLC) by department and grade level to review and discuss standards, curriculum gaps, and expectations. One in-person meeting per semester for math and ELA departments. EE 9 1.2a, 1.2b, 1.2c, 1.6a	Teachers and all school administration	OAS booklet or OSDE websiteSolution Tree (Effective PLC Training and resources)Mileage funding	Time and training on alignment process	August 13th, 2019 - May 21st, 2020 - meetings in person held once per semester	515	Post PLC survey to be conducted; collect teacher feedback.
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Training on OAS and ACT standards;Collaborate and inform staff to help align instructional strategies and

Barrier: Teachers of Grades 9, 10, and 12 may have unfamiliarity with current ACT trends

learning activities further requiring students to complete assessment tasks similar to those on national assessments (ACT). Action Step: Conduct training through a PLC on OAS and ACT standards for staff. EE 9 3.2d

Principals and teachers

OAS booklet; USA Test Prep; ACT Handbook for Educators; ACT Training for staff

and points of emphasis. Solution: ACT Prep and Grade 11 instructors to lead discussions; vital links and notes to be distributed to all staff for future reference.

Sept 23-27, 2019

515

Post PLC survey to be conducted; collect teacher feedback.

Implement a school-wide classroom assessment program to ensure continuous success and monitor classroom instruction on an ongoing basis to ensure that teachers plan and modify instruction to meet the needs of a diverse student population. Action step: Structure targeted instruction with a 20:1 student:teacher ratio based on assessment data. 9 EE 2.1d, 2.1e, 3.3a

Teachers, Principals

Assessment Program (Renaissance Learning's STAR360); Supplement Assessment Program (USA Test Prep); Scheduling Software (Lantiv)

Scheduling without conflict. Solution: Principal, Assistant Principal will use scheduling software and coordinate with teachers to eliminate overlaps/conflicts; Staffing to support all 20:1 small group sessions

Beginning Aug 26th, 2019 - May 8th, 2020

General Funds515

Administration will use scheduling software and databases to ensure no direct scheduling conflicts. CC Data Report monitored to ensure placement and ratios accurate; additional data through academic trackers (MOST)

Incorporate more ACT language into

curriculum and instruction Use current researched strategies with a potential high likelihood of effectiveness and with tasks similar to those on national assessments. Action Step: With strategic quizzing, incorporate more ACT language into curriculum and instruction. EE 9 3.1b, 3.1f, 3.2d

Teachers

Supplemental Assessment Program (USA Test Prep); ACT Handbook for Educators; PD for helping teachers with differentiation

Barriers: Unfamiliarity with ACT language and timing of quizzing.
Solution: A suggested schedule for quizzing and ACT handbook will be provided to each instructor; Time to connect content teachers to elective teachers.

September 3rd, 2019 - April 24th, 2020

515 and General Funds

Departmental meetings will feature check-ins on the process and collect teacher feedback.

Action Steps

INSTRUCTIONS: Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and concise as possible.

Priority 2 SMART Goal:

By the end of the 2020 school year, OVCA HS will increase the % of 11th and 12th graders participating in college/career readiness (CCR) programs by 5% as evidenced by the # of students completing AP coursework, concurrent, career tech, internships.

Pillar and Element:

AP - Curriculum

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p> <p>Bolster relevant curriculum connections to post-secondary options EE 1.5a, 1.5d, 1.7e</p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p> <p>Teachers, Counselors, Community Family Advisors, Votech/concurrent enrollment liaison, Administration, REP</p>	<p><i>What resources will be utilized to complete the action step?</i></p> <p>System Training; Staff expectations; Time for teachers to investigate, apply and collaborate; information for students and families; time for feedback</p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p> <p>Time for staff to investigate, apply and collaborate; selecting for appropriateness of audience; possible technical issues; saving work; individual reflection time</p>	<p><i>What is timeline for each action step?</i></p> <p>System training, expectations and introduction in early fall 2019; info for families fall 2019; initial teacher use mid-late fall 2019; further development and feedback spring semester 2020</p>	<p><i>Identify any relevant funding source.</i></p> <p>General and 515</p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p> <p>stakeholder feedback and data; List of speakers and curriculum from counselors</p>
			<p>Identifying the students who are a good fit for TEL; aligning coursework</p>			

<p>Familiarize students with post-secondary options and support students with concurrent enrollment options and TEL (in hour concurrent enrollment)EE 1.5a, 1.5d</p>	<p>Teachers, Counselors, Administration, REP, grad coach, Votech/concurrent enrollment liason</p>	<p>TEL Library;System Training;Staff expectations;Time for teachers to investigate and collaborate; information for students and families; time for feedback</p>	<p>with interest inventory; monitoring student work/grades/pace; aligning coursework with HS grad plan; technical issues; Utilize regional CFA's, grad coach, and votech/concurrent liaison to increase awareness and access of opportunities</p>	<p>System training, expectations and introduction in early fall semester 2019; information to potential students and families (GPA & credit check) early fall 2019, early spring 2020 and end of spring 2020</p>	<p>515</p>	<p>Review demographic, system and grade/credit data on prospective students, enrolled students and students completing courses; stakeholder feedback and data</p>
<p>Compile and organize resources supporting students applying to career techEE 1.5a, 1.5d</p>	<p>Teachers, Counselors, Administration, REP, grad coach, Votech/concurrent enrollment liason</p>	<p>Input and information from career tech(s) and OVCA; help for staff to identify students who would be a good fit for career tech; time for feedback; timeline for students and a timeline for staff</p>	<p>Not becoming a 'one-stop-shop' for families; deadlines for application; transportation for students; aligning OVCA HS class connect times with individual student tech schedules; aligning tech coursework with grad plan</p>	<p>Accept volunteers & appoint chair for committee Aug 2019; initial meeting for purpose,goals Oct Fall 2019; tasks identified,due Dec 2019; review and collaborate Jan 2020; create initial informative resources Feb 2020; submit for approval March 2020; revise & share May 2020</p>	<p>General and 515</p>	<p>Stakeholder feedback and data</p>
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Action Steps

INSTRUCTIONS: Enter the specific action steps the site needs to take in order to achieve the identified goal. Make each action step as clear and concise as possible.

Priority 3 SMART Goal: By the end of the 2020 school year, OVCA HS will raise its graduation rate from the preliminary 2018-19 rate of 59% to 63% as measured by our preliminary calculated graduation rate and OSDE data.

Pillar and Element: LE - School Culture

Action Step Descriptions	Responsibility	Necessary Resources	Challenges	Timeline	Funding Source	Progress Monitoring
<p><i>What will be done to achieve this goal? Identify the applicable descriptor(s).</i></p>	<p><i>Name the individual(s) responsible for tracking the progress of the action step.</i></p>	<p><i>What resources will be utilized to complete the action step?</i></p>	<p><i>Consider the barriers to the completion of the action step and possible solutions.</i></p>	<p><i>What is timeline for each action step?</i></p>	<p><i>Identify any relevant funding source.</i></p>	<p><i>How will the action step be measured & when? Include data sources for tracking.</i></p>
<p>Monitor and provide interventions for students with gaps in credits by cohort 9EE 4.2f, 4.3c, 4.5a, 4.6f</p>	<p>Principals, Lead Teacher, Counselors, Graduation Coach</p>	<p>Graduation plan data; D2L Tracker; credit recovery courses; A-Plus</p>	<p>Students who come to OVCA in severe credit deficiency will have harder time catching up to cohort</p>	<p>New students reviewed first 30 days of enrollment; Data reviewed again after Sem 1 and then Sem 2 grades finalized</p>	<p>General Funds and 515</p>	<p>Data from grad plans show that the number of students behind credits is decreasing - both those who came to us credit deficient and became credit deficient at OVCA</p>
<p>Increase student engagement through utilization of specific staff to monitor and</p>						

follow up with students not meeting engagement expectations. Explain importance of schooling regularly and graduating with cohort. Staff continue to monitor and adjust level of support intervention as needed. 9EE 4.3c, 4.3d, 4.4c, 4.7b,c, 4.8c

Engagement Specialists, Community Family Advisor (CFA), Teacher, Administration, Regional Engagement Principals (REP)

Engagement Specialist to work with difficult to engage students by visiting homes or scheduling in person meetings

Highly mobile students may be very difficult to reach

Engagement Specialists hired in early October (with grant \$) and trained; By November officers are ready to work with students through out school year (one in OKC area and one in Tulsa area)

515

Number of tier 4 (disengaged) students declines; pass rates and class connect attendance increase (D2L tracker)

Increase # of seniors enrolled in college or career ready programs through advertising in classes and every connection phone call and pulling data on students who qualify but are not currently enrolled in a program (concurrent enrollment, votech, AP, internships) 9EE 4.5d, 4.8g

Principals, REP, teachers, counselors, Votech/concurrent enrollment liason

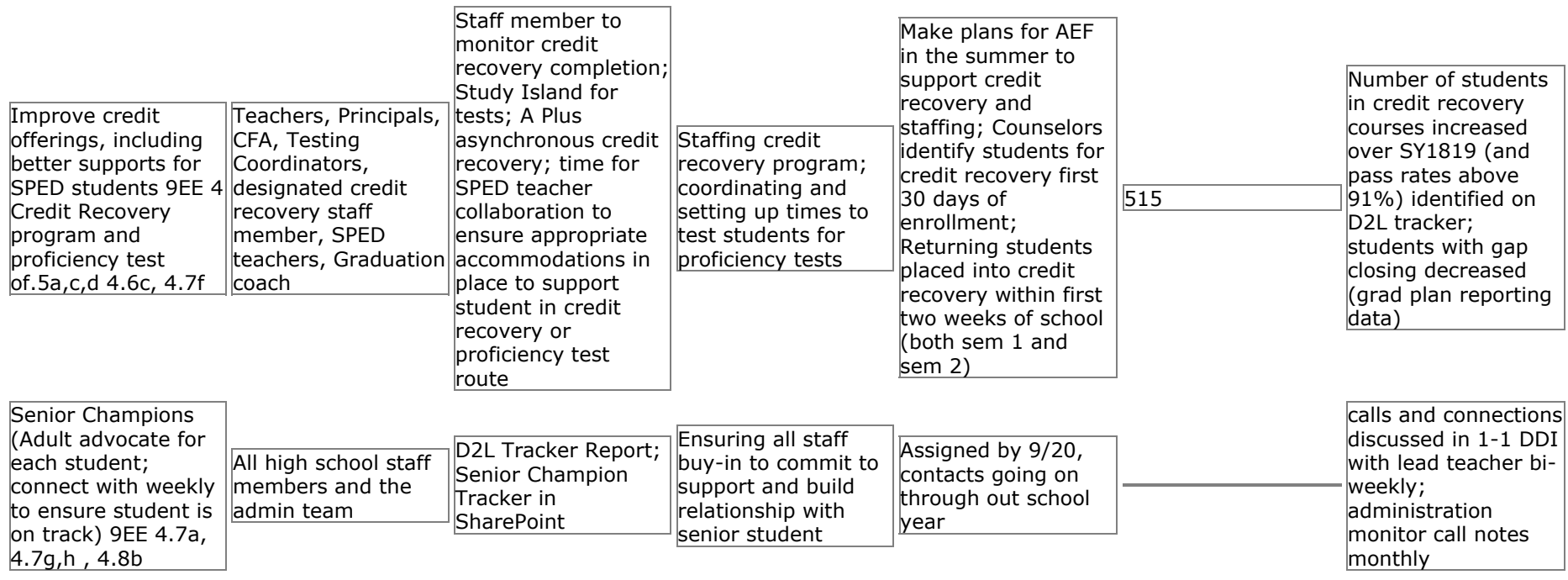
TEL (concurrent enrollment); advertisements for teachers to push out in class; step-by-step for teachers and families when interested in one of the options ("Next Steps"); Liason will build relationships with organizations and work with students to enroll/participate throughout year

Cost of concurrent may deter some; AP coursework rigorous; students off track to graduate may need to make up several credits and not eligible for a program

Communication goes out over spring and first 2 weeks of school regarding programs available; Teachers target students based on last year data and calls; Will monitor progress through out year

515

Data manager sends weekly numbers; senior champions touch base weekly with students to offer support; staff intervene promptly if student is struggling with coursework



Professional Development

INSTRUCTIONS: List the professional development planned for the current year that specifically support the site's SMART Goals. Each quarter, the site will amend the CIP in order to enter any completed dates. Required annual trainings such as CPR, Bloodborne Pathogens, etc are not applicable and should not be listed.

Provider Definitions:

LEA - The PD is provided by district staff, site staff, or staff from another LEA.

SEA - The PD is provided by the Oklahoma State Department of Education.

External Provider - The PD is provided by any other non-LEA or non-SEA source.

Professional Development Name	Tentative Date	Provider	Date Completed
Live+Long+Math Conference	7/30/19	External Provider	7/12/19
OTISS conference	6/28/19	SEA	6/30/19
ACT Training in Shawnee	7/25/19	External Provider	7/25/19
Engage	7/19/19	SEA	7/24/19
School improvement Summer Conference	7/10/10	External Provider	7/11/19
Sept ACT Trainings	9/30/19	External Provider	
PLC at Work Training	9/13/19	External Provider	9/13/19
Assessment Provider Trainings (Star/USATP)	8/10/19	External Provider	
Promising Practices/K12 Training	2/1/20	LEA	
Oklahoma SDE PLC and standards training - multiple thorough out the year	8/5/19	SEA	